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ABSTRACT

This document reports on a program to train administrative, supervisory, and consultative personnel in evaluation methods, techniques, and procedures for instructional programs. Specific program objectives were: (1) to define each participant's role in planning and evaluating an instructional program, (2) to write specific behavioral objectives for an instructional program, (3) to develop a design and a schedule for the systematic evaluation of the instructional program, (4) to design instruments to measure behavioral objectives, and (5) to analyze collected data and report conclusions. (Poor print contrast precludes making this document available in hard copy.) (Author/LLR)

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FINAL REPORT

Project No. 9-0508

Grant No. OEG-0-9-370508-4347 (010)

A SPECIAL TRAINING PROJECT FOR EVALUATORS

Dr. James R. Sanders - Project Director

Lincoln Public Schools
Lincoln, Nebraska 68501

August 31, 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

The purpose of this program was to train administrative, supervisory and consultative personnel in evaluation methods, techniques and procedures for instructional programs which may be operationally implemented in the institutions involved.

A total of 40 people participated in the program, 33 paid participants, six full-time or part-time observers and one project director. The participants were actively involved in the program for ten days from July 21, 1969 through August 1, 1969.

The objective of the program was to develop an understanding of a systematic approach to evaluating instructional programs for program planning and development. Specifically the objectives were:

1. To define the role of each participant in planning and evaluation of an instructional program
2. To write specific objectives for an instructional program in behavorial terms
3. To develop a design and schedule for the systematic evaluation of the instructional program
4. To design instruments to measure behavioral objectives
5. To analyze collected data and report conclusions

The participants were enthusiastic about the program and had a positive attitude toward evaluation. Many of the participants indicated a desire to get an evaluation procedure built into new programs and an interest in attempting to evaluate on-going programs. Most participants were able to write behavioral objectives and had an understanding about an evaluation procedure.

INTRODUCTION

PROBLEM. Pressure of prevailing performance discrepancies for instructional programs, continuing and new, is felt by education enterprises across the country. Public and private elementary and secondary school systems are especially drawing attention for accountability and assessment.

Involved in accountability is evaluation of instructional programs which includes personnel and materials among other elements.

Schools in the Lincoln, Nebraska area recognize the performance component in "planning, organizing, motivating, and controlling human and material resources and their interaction."[1] They recognize that personnel in the systems not only lack experience in the evaluation process, but in many cases lack knowledge or understanding of the interdependencies between program objectives, organization of plans to accomplish the objectives, involvement of persons in the implementation functions, and the desired outcomes of a program or programs.

It is obvious that school systems must have personnel in key positions who understand evaluation and who can plan and develop techniques to assure objective analysis of evaluation data.

It is also necessary to be proficient in the dissemination of the evaluation results, use of data results for effecting changes, reinforcing new ideas and continuing present practices. With the serious problem of undertaking systematic evaluation, it is realized that it requires the investment of skill, time, and money.

Dissemination of program and/or project results is important not only to meet federal and state regulations, but is vital to gain public support for innovative practices.

If elementary and secondary education is to maintain its primary socializing force, practitioners on the staff must be trained in the principles and practices of evaluation. Development of an internal expertise in the processes of evaluation can be accomplished with professional direction and instruction which is the goal for the proposed project.

There are twenty-nine thousand nine hundred forty-six students in the Lincoln Public Schools, and one thousand three hundred eighty-two staff members. Staff organization identifies consultants in the twelve content areas who are assigned full articulation responsibilities.

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[1]Cook, Desmond L., Program Evaluation and Review Technique, U. S. Department of Health, Education, and Welfare, Vocational Training Officer: 1966, p.3.

Non-public elementary and secondary schools enroll three thousand four hundred eighty-nine students. Almost forty schools, public and non-public, enrolling over fifteen thousand students are included in Educational Service Unit No. 91 which surrounds Lincoln.

Lincoln is a city of 150,000 population and the Capital of Nebraska. As such it is the seat for the Nebraska State Department of Education, the main campus of the University of Nebraska, Nebraska Wesleyan University, and Union College.

The composite of human resources from these institutions which are in close proximity point out the feasibility to train personnel who are in a position to disseminate acquired skills and procedure in the evaluation process to a wide audience.

OBJECTIVES. The special training project for evaluators is intended to develop an understanding of a systematic approach to evaluating instructional programs for program planning and development, specifically:

1. To define the role of each participant in planning and evaluation of an instructional program.
2. To write specific objectives for an instructional program in behavioral terms.
3. To develop a design and schedule for the systematic evaluation of the instructional program.
4. To design instruments to measure behavioral objectives.
5. To analyze collected data and report conclusions.

METHODS

A total of fifty participants were invited to participate in the Evaluation Workshop. Thirty-three of the invited participants were able to attend a majority of the sessions. Invitations were sent to the following institutions: The State of Nebraska Department of Education, The University of Nebraska, Nebraska Wesleyan University, Union College, nonpublic schools in Lincoln, Educational Service Unit No. VI, Nebraska Education Association, Lincoln Education Association and to administrators, supervisors and consultants of the Lincoln Public Schools. There were participants from each of the above institutions with the exception of Union College and Educational Service Unit No. VI. Observers were present from the Lincoln Schools' Board of Education and central staff.

Each participant attended ten six-hour sessions from July 21, 1969 through August 1, 1969. Each session started at 10:30 a.m. and concluded at 5:00 p.m. Lunch was catered to the site to save time and to allow the participants a lunch period together. A list of participants is given in Appendix A.

A planning committee composed of Lincoln Public Schools personnel and outside consultants met and planned the entire program in June of 1969. A listing of the planning staff is found in Appendix B. A calendar of events and the listing of speakers and consultants was established at the planning session. The calendar and list of speakers and consultants is found in Appendix C.

Participants were assigned to one of seven different interest groups. A list of on-going programs or proposed programs of the Lincoln Public Schools was given to the participants. Each participant selected one of these programs and was thus assigned to the interest group of his choosing. The participants met either in one large group or in their respective interest groups. Each group was assigned the task of developing an instructional program to present on-going program or a new proposed program in the Lincoln Public Schools, identifying and stating the needs of the program, writing some of the behavioral objectives of the program, a listing of some of the procedures for assessing the attainment of the objectives, and any other material that may be beneficial in evaluating a project. The large group sessions were utilized to prepare the participants for each aspect of the procedure. Consultants were available to provide the participants guidance, direction and references. Some reference material was given to each of the participants and other material was available for their use. The CIRCE Attitude Scale No. I,[2] (See Appendix D) was used to assess the attitudes toward educational evaluation of the participants at the beginning of the first session and on the last day of the workshop.

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[2] CIRCE Attitude Scale No. II, An attitude scale developed by the Center for Instructional Research and Curriculum Evaluation at the University of Illinois.

ANALYSIS

The analysis of the program will be presented in three parts. The first part will be with respect to the specific objectives whereas the second aspect will be the observations of the project director of the workshop, and the third aspect will be a report of the attitude scale.

FULFILLMENT OF THE OBJECTIVES:

1. To define the role of each participant in planning and evaluation of an instructional program.

   The participants discussed roles with several consultants and staff members. It is the writer's opinion that most participants realize that everybody involved with a program should be involved with the evaluation. Specific program hierarchies were discussed illustrating role differences and similarities of the various levels of a program. Some participants had a clear understanding of the various roles in an evaluation procedure.

2. To write specific objectives for an instructional program in behavioral terms.

   All participants were involved with groups which wrote behavioral objectives. Resource material and consultants were available to help them with this task. It is the writer's belief that all participants now recognize the need for and are able to write, at least some, behavioral objectives. Some completed examples are presented in Appendix F.

3. To develop a design and schedule for the systematic evaluation for the instructional program.

   An evaluation model was developed for the participants and frequently reviewed. Most participants should have a systematic procedure for evaluation in mind.

4. To design instruments to measure behavioral objectives.

   Measurement techniques and instruments were discussed and instruments were considered within each of the interest groups. Some questions or instruments were designed. Time did not permit complete designs to be developed or even started in some cases.

5. To analyze collected data and report conclusions.

   The extent of the task and the time allotted for the workshop did not permit time for the participants to collect data. A group report, however, of a program proposal and its evaluation procedure was given before the entire group from each of the interest groups. A hypothetical audience was assigned each interest group to report to. A complete set of the reports will be given to each participant.

OBSERVATIONS

New programs were definitely easier to work with than already existing programs. It was hard to establish or identify the needs for an existing program. Participants in some of the interest groups were too emotionally involved in some particular programs to allow them to get started on a systematic evaluative procedure. Some groups struggled for five sessions before they were able to positively participate in an evaluative procedure. All groups had an outline of a positive procedure for evaluation of a program by the end of the workshop.

Behavioral objectives perhaps received the most impetus and time allotment. This aspect of the program was more demanding than the planning committee had allotted.

Most participants had a positive attitude toward evaluation of programs. Many of the participants indicated interest in formulating a procedure for evaluation in programs which they were presently involved with or programs which were being started. The concept "evaluation" did not alarm the participants as much at the close of the workshop as it did prior to the workshop.

ANALYSIS OF THE ATTITUDE SCALE

The CIRCE Attitude Scale was given to the participants and observers on the morning of the first session and on the morning of the last session. Scale scores were obtained by following the printed directions. See Appendix D.

Scale scores were tabulated for each participant that had filled out the pre and post questionnaire. A total of 30 pairs of questionnaires were used. A mean of the scale scores was obtained for each of the designated divisions. These means were plotted to obtain a profile of the gains or losses for each of the divisions. See Appendix E.

An analysis of this profile of means indicated that the participants were primarily oriented to the objectives and judgement aspects of evaluation. At the close of the workshop they had an even higher orientation toward these same aspects. The participants had the lowest orientation toward the research and teaching aspects of evaluation and the least gain was found in the same areas. The participants were high in their "confidence in evaluation" at the beginning of the workshop and even higher in their confidence at the end of the workshop.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS. The program was successful even though all of the objectives were not entirely met. A positive attitude toward evaluation was achieved, a systematic approach to evaluation was understood by most of the participants, and the usefulness of behavioral objectives to an evaluation procedure realized.

RECOMMENDATIONS. Some of the speakers and consultants for the workshop were not involved in the planning session. The entire workshop might have had more continuity if a second planning or briefing session would have been held with all workshop consultants and speakers present.

In the planning session a canned program by which the participants could follow through the procedures step by step, was called for. The program that was obtained did not fit to the needs of the staff or workshop participants. Time did not allow for another such program to be obtained or developed. A well-thought-out canned program would seem to have been very beneficial to the success of the workshop.

APPENDIX A

PARTICIPANTS

Francis Arthur	Junior High Principal	Lincoln Public Schools
Jack Balille	Administrative Director Title III, ESEA	Nebraska Department of Education
William Boger	Senior High Principal	Lincoln Public Schools
Sister Francetta Cronin	Consultant	Catholic Diocese of Lincoln
Virgilina Cronkite	Instructional Consultant	Lincoln Public Schools
Michael Crowley	Elementary Principal	Lincoln Catholic Schools
Corwin Enevoldsen	Junior High Principal	Lincoln Public Schools
Elizabeth Crone	Instructional Consultant	Lincoln Public Schools
Hugh Harlan	Director, Junior High School Education	Nebraska Department of Education
Lois Hagstrom	Elementary Principal	Lincoln Public Schools
Eldon Heskett	Director of Student Services	Lincoln Public Schools
C. Lonnie Johnson	Principal, Adult High	Lincoln Public Schools
Richard E. Johnson	Elementary-Junior High Principal	Lincoln Public Schools
Robert L. Johnson	Lincoln Education Assn.	Lincoln Public Schools
Buford Jones	Instructional Consultant	Lincoln Public Schools
Harlan Kaufman	Elementary Principal	Lincoln Public Schools
Earlyon Lamberty	Associate Director	Nebraska Education Association
Harold Lantz	Junior High Principal	Lincoln Public Schools
Wes Lauterbach	Senior High Principal	Lincoln Public Schools
Victoria Martinson	Elementary Principal	Lincoln Public Schools
Elva L. McFie	Instructional Consultant	Lincoln Public Schools
Dr. Jean McGrew	Senior High Principal	Lincoln Public Schools
Dr. Art Nicolai	Professor of Education	Nebraska Wesleyan University
Bernard Nutt	Elementary Principal	Lincoln Public Schools
Jerry Oehring	Elementary Principal	Lincoln Public Schools
Dorothy Olson	Instructional Consultant	Lincoln Public Schools
Gunnar Overgaard	Lincoln Education Assn.	Lincoln Public Schools
Hazel Palmer	Elementary Principal	Lincoln Public Schools
F. L. Razak	Junior High Principal	Lincoln Public Schools
Jerry L. Sandy	Elementary Principal	Lincoln Public Schools
Dr. Donald Sherrill	Director of Special Education	Lincoln Public Schools
Ralph Thorpe	Elementary Principal	Lincoln Public Schools
Dr. Dallvee Wright	Student Teacher Supervisor	University of Nebraska

Catherine Angle	School Board Member	Lincoln Public Schools
John Preach	Superintendent	Lincoln Public Schools
Robert Dan Hartog	Associate Superintendent	Lincoln Public Schools
Anne Campbell	Administrative Assistant	Lincoln Public Schools
Don Ferguson	Administrative Assistant	Lincoln Public Schools

APPENDIX G

PLANNING STAFF

John Anderson	Research and Evaluation Specialist	Mid-continent Regional Educational Laboratory
Arcell L. Ball	Superintendent of Schools	Shawnee Mission, Kansas
Ruby Bauer	Operation and Maintenance	Lincoln Public Schools
Anne Campbell	Administrative Assistant	Lincoln Public Schools
Robert Den Hartog	Associate Superintendent	Lincoln Public Schools
Elizabeth Dillon	Staff Development	Lincoln Public Schools
Don Ferguson	Administrative Assistant	Lincoln Public Schools
O. L. Fredstrom	Associate Superintendent	Lincoln Public Schools
Elden Hazlett	Director of Student Services	Lincoln Public Schools
James Lawson	Research and Evaluation Specialist	Mid-continent Regional Educational Laboratory
Ray Manion	Research and Evaluation Specialist	Mid-continent Regional Educational Laboratory
Bernard Nutt	Elementary Principal	Lincoln Public Schools
J. A. Perkins, Jr.	Senior Consultant	Peat, Marwick, Mitchell & Co. Consultants
John Prasch	Superintendent of Schools	Lincoln Public Schools
James Sanders	Project Director	Lincoln Public Schools
Carroll Sawin	Assistant Superintendent	Lincoln Public Schools
Robert Stake	Associate Director Center for Instructional Research & Curriculum Evaluation	University of Illinois

APPENDIX C

SPEAKERS AND CONSULTANTS

Dr. Robert Brown	University of Nebraska
Dr. Anne Campbell	Lincoln Public Schools
Dr. Robert Dan Hertog	Lincoln Public Schools
Mr. Dan Ferguson	Lincoln Public Schools
Dr. Randall Klemme	Northern Natural Gas
Dr. John Lee	University of Nebraska
Mr. Ray Manion	Midcontinent Regional Educational Lab.
Mr. J. A. Perkins, Jr.	Peat, Marwick, Mitchell and Co., Consultants
Mr. John Prewitt	Lincoln Public Schools
Dr. Allen Sawgren	University of Nebraska
Dr. Robert Stake	University of Illinois

MONDAY	TUESDAY	WED.	THURS.	FRI.
JULY 21	JULY 22	JULY 23	JULY 24	JULY 25
10:30-Pretest-A. Campbell	10:30-Data Selection-B.Stake	10:30-Behavioral Objectives R. Marston	10:30-Pretest J. Sanders	10:30-Measurement R. Brown
11:15-Needs and Goals J. Preath	11:30-Seminar Layout J. Sanders	12:30-Lunch	11-Behavioral Objectives R. Marston	12:30-Lunch
11:45-Orientation B. Stake	12:30-Lunch	1:00-Behavioral Objectives R. Marston	12:30-Lunch	1:00-Measurement R. Brown
12:30-Lunch	1:00 -Case Study J. Sanders	4-Decisions B. Dechering	1:00-Cost Accounting P. Perkins	
1:00-Learned Program J. Sanders	2:00-Behavioral Objectives R. Marston			
2:00-Group Organization J. Sanders	4:00-Analysis of Priorities B. Stake			
3:00-Panel Stake, Preath, Sanders				
JULY 28	**JULY 29**	**JULY 30**	**JULY 31**	**August 1**
10:30-Measurement R. Brown	10:30-Address Klemme	10:30-Decisions B. Dechering	10:30-Case Reports	10:30-Expectations
12:30-Lunch	1:30-Reporting Campbell Ferguson Preath	4:00-Participants Panel	12:30-Lunch	11-Followup Test 11:30-Feedback Sanders
1:00-Measurement R. Brown	12:30-Lunch	12:30-Lunch	1:00-Reactions J. Anderson	12:30-Lunch
	1:00-Case Study - Sanders	1:00-Write Reports	1:30-Sample Problems	1:00-A Look to the Future J. Preath
	2:30-Sample Problems-Sanders			
	4:00-Group Reporting Ferguson			

APPENDIX D

CIRCE Attitude Scale No. 1.0 Name _____

Attitudes toward Educational Evaluation. Below are a number of statements about the evaluation of educational programs. A program can be a lesson, a course, a whole curriculum, or any training activity. Consider each statement as a statement of opinion. If you agree at least a little bit with the statement, circle the letter A. If you disagree even a little bit with the statement, circle the letter D. If you both agree and disagree, or if you have no opinion, leave the letters uncircled.

A = AGREE **D = DISAGREE** **Blank = Neither**

1. A D The major purpose of an educational evaluation study should be to gather information that will be helpful to the educators.
2. A D It is important for the program evaluator to find out how well various people like the program.
3. A D Generally speaking, an educational program should be evaluated with reference to one or more "control" programs.
4. A D The evaluator should accept the responsibility of finding the strengths, most defensible, and publicly assessive points of the program.
5. A D In evaluating a program, it is at least as important to study and report on the types of teaching as it is to study and report on the amount of learning.
6. A D The evaluator should draw a conclusion as to whether or not the goals of the program are worthwhile.
7. A D It is more important to evaluate a program in comparison to what other programs do than to evaluate it with reference to what its objectives say it should do.
8. A D Principals and superintendents should not gather data about the quality of instruction in the classroom.
9. A D The task of posing educational objectives into writing is more the responsibility of the evaluator than that of the educator.
10. A D It is essential that the full array of educational objectives be stated before the program begins.
11. A D Evaluation studies would improve if they gathered more kinds of information, even if at the expense of gathering less reliable information.
12. A D Evaluators should ignore data that cannot be objectively verified.
13. A D Education should have more of an engineering orientation than it now has.
14. A D The job of an evaluator is merely one of finding out how well students learn what they are supposed to learn.
15. A D Evaluation should aid an educator in revising his goals even while the program is in progress.
16. A D The process of decision-making about the curriculum is one of the weakest links in the present operation of the schools.
17. A D Educators have some important aims that cannot be stated adequately by anyone in terms of student behaviors.
18. A D Information from an evaluation study is not worth the trouble it takes.
19. A D The first job in innovation is the formulation of a statement of objectives.
20. A D A teacher should tell his students any and all of his teaching objectives.
21. A D The major purpose of educational evaluation is to find out the worth of what is happening.
22. A D The evaluator should be a facilitator more than a critic or reformer or scholar.
23. A D Some school experiences are desirable because they round out a child's life--whether or not they increase his competence or change his attitudes.

29. A D An evaluator should find out if the teaching is in fact the kind that the school faculty expects it to be.

30. A D Whether or not an evaluation report is very good should be decided pretty much on the same grounds that research journal editors use to decide whether or not a manuscript should be published.

31. A D The main purpose of evaluation is to gain understanding of the causes of good instruction.

32. A D Description and value judgment are equally important components of evaluation.

33. A D In conducting an evaluation, there is no justification for the exercise of subjective judgment of any kind by the evaluator.

34. A D Educational evaluation is a necessary way in the everyday operation of the school.

35. A D The coverage of evaluation should be chosen primarily in terms of the particular needs the sponsors have for evaluation data.

36. A D The educational evaluator should attempt to conceal all of his personal judgment of the work of the program he is evaluating.

37. A D The sponsor of an evaluation should have the final say-so in choosing or eliminating variables to be studied.

38. A D The main purpose of educational evaluation is to find [illegible] when methods of instruction work for different learning situations.

39. A D Parents' attitudes should be assessed as part of the evaluation of school programs.

40. A D An evaluator finds it almost impossible to do his job without knowing upon the operation of the program at least a little.

41. A D All important educational aims can be expressed in terms of student behaviors.

42. A D Some educational goals are best expressed in terms of student behaviors.

43. A D It is essential that evaluation studies be designed so that the findings are generalizable to other contexts.

44. A D An evaluation study should pay less attention to the statistical significance of a finding than an experimental research study would.

45. A D Evaluation interferes with the running of schools more than it helps.

46. A D Little evaluation planning can be done before you get a statement of instructional objectives.

47. A D The leader of an evaluation team should be a teacher.

48. A D The entire school day and the entire school experience should be divided up and assigned to the pursuit of stated educational goals.

49. A D An evaluation of an educational program should include a critical analysis of the value of the goals of the program.

50. A D Every teacher should have formal ways of gathering information about the strengths and shortcomings of his instructional program.

51. A D Money spent on evaluation contributes more to the improvement of education than any other expenditure.

52. A D There just is no way that careful and honest evaluation can hurt a school program.

53. A D If an evaluation study is well designed, the primary findings are likely to improve decisions made by administrators, teachers, and students themselves.

54. A D When the evaluator has to choose between helping this staff run its program better and helping educators everywhere understand all programs a little better he should choose the latter.

APPENDIX D

CIRCE Attitude Scale 1.2a **Name** _____

Different people have different ideas about the evaluation of educational programs. Some believe that maintaining a good school and improving instruction require carefully planned evaluation. Others believe that evaluation activities interfere with teaching and learning, doing more harm than good.

Different people see different purposes for educational evaluation. Certain people are interested more in pupil behavior or in classroom conditions or in other aspects of the program.

Responses to the items on this attitude scale provide us with 6 scale scores. When plotted on the profile sheet below they are expected to indicate the respondent's attitudes toward educational evaluation.

Directions for Self Scoring

Turn to the opposite corner of this page. For each scale check your score to see how you responded to each of the eleven items. For example, with SCALE I how did you mark item #3? If you marked a "5" put a check in the parentheses. Put the number of checks in the box. Mark each horizontal scale (at the right) at the number point shown in its box. Draw your profile by connecting your scores on the five scales. Then find your CONFIDENCE score.

I. **A RESEARCH** orientation to Evaluation

The person high on this scale appears to believe that evaluation should rely on precise measurement and statistical analysis to gain **general understanding** of why programs do or do not succeed.

II. **A SERVICE** orientation to Evaluation

The person high on this scale appears to believe that evaluation should be designed according to the **needs of the administrators** involved so as to aid them in their present work and future decisions.

III. **A TEACHING** orientation to Evaluation

The person high on this scale appears to believe that evaluation should be focused considerably on the quality of teaching and should discover the instructional needs in facilities and in instruction.

IV. **OBJECTIVES** orientation to Evaluation

The person high on this scale appears to believe that instruction, and therefore evaluation, should be focused considerably on agreed upon statements of objectives, that the merit of the program is largely indicated by the success of students in reaching those objectives.

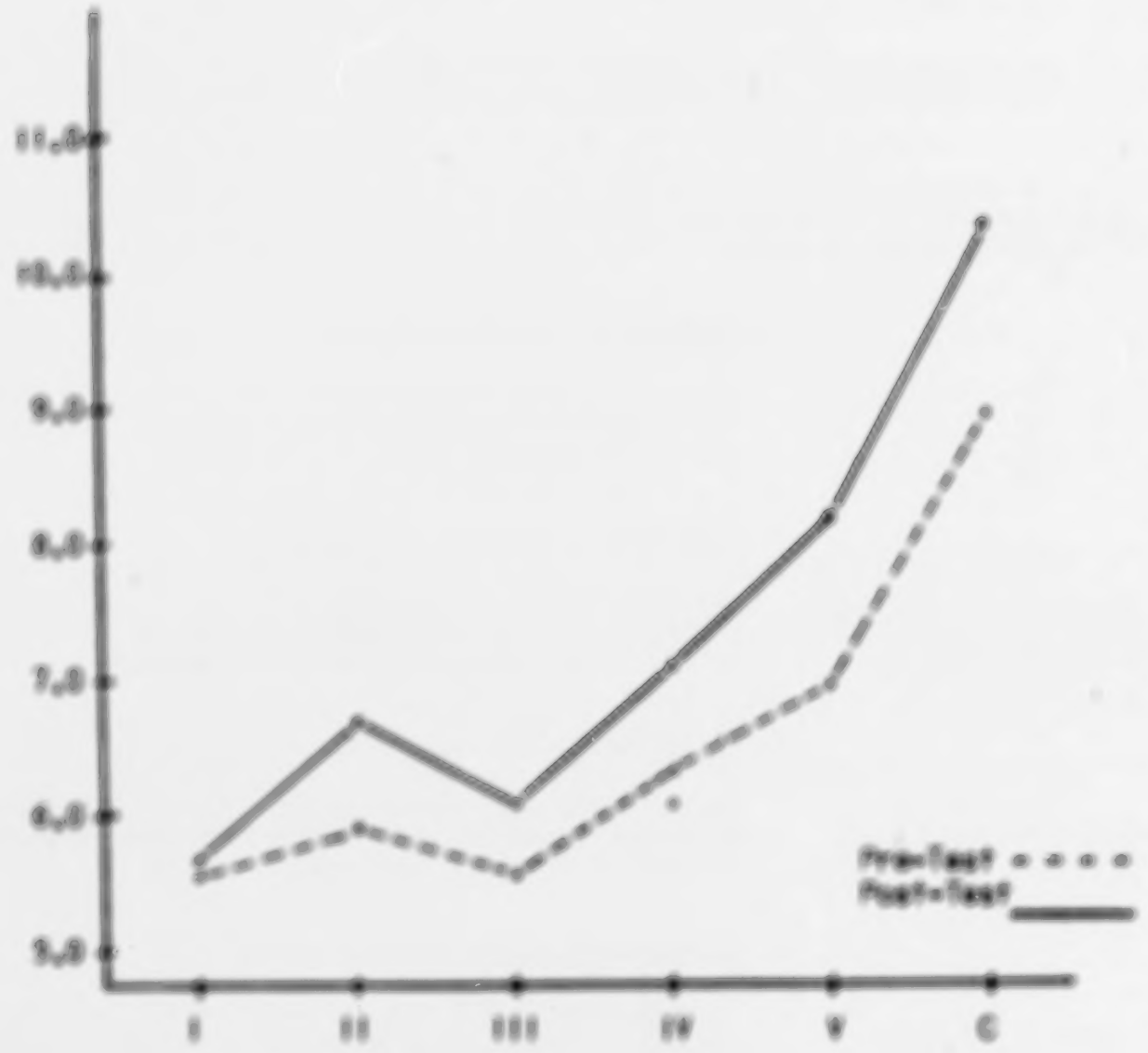
V. **A JUDGMENT** orientation to Evaluation

The person high on this scale appears to believe that educational evaluation is largely a means of establishing the worth of the program for various purposes as perceived by various groups of persons in and around the program.

To obtain an overall **CONFIDENCE IN EVALUATION** score, do the same thing with the check list on the right.

APPENDIX E

PROFILE OF ATTITUDE MEAN SCORES



Key to Symbols

I = A Research Orientation to Evaluation

II = A Service Orientation to Evaluation

III = A Teaching Orientation to Evaluation

IV = Objectives Orientation to Evaluation

V = A Judgement Orientation to Evaluation

C = Confidence in Evaluation

Appendix F

A Determination of the Strengths and Weaknesses
of the Teacher Aide Program
in the Second Year Primary Grades at Schools A

A Surveying Project Developed During
the
Application of Construction Concepts
July 21 to August 1, 1969

Committee Members:

Lois Hopkins
Hazel Palmer
Victoria Morrison
Carlyn Lashway
Ann Lautenbach

1. Program Statement
2. Assumptions
3. Goals
4. Behavioral Objectives
   Stated verbally (1, 2, 3, etc.)
   By chart breakdown (Expectations, Content, Performance, Outcome)
5. Interval Transactions
6. Transaction and Assessment Samples
7. Work breakdown Structure
8. Implementation Chart

PROBLEM STATEMENT

The purpose of this program is to determine the strengths and the weaknesses of teacher aide program in the second year primary rooms at School A.

ASSUMPTIONS

1. Every child needs individual attention.

2. Students will receive more individual attention if the teacher is relieved of the routine tasks in the classroom.

3. Many necessary services related to student needs, performed by the elementary teacher can be done as effectively by the teacher aides.

4. More time for effective planning for the individual differences of students will be available to the teacher who has the help of a teachers aide.

5. Parents should favor the use of teacher aides since the child should have more individual attention.

6. Teacher morale will be increased with the use of teacher aides.

7. The present program of teacher aides could be improved.

8. Students will exercise initiative in approaching their teacher, because the teacher, relieved from routine classroom duties, has time available for personal contact.

9. Students will receive more individual help if the teacher is relieved of the routine tasks in the classroom.

GOALS

1. To determine the range of ability and achievement of the students in the second year primary of School A.

2. To determine if, with the use of teacher aides in the second year primary rooms, the teachers give significantly more instructional time to students.

3. To determine if under this program there is a significant increase in planning time for the teacher.

4. To determine if a significant number of parents are in favor of the aide program.

5. To determine if teacher morale is increased with the employment of teacher aides.

6. To indicate the strengths and weaknesses of the program.

7. To determine if the opportunity for a child to visit with his teacher is increased with the employment of teacher aides.

8. To determine if there is more opportunity for individual teacher help for the students as the result of the employment of teacher aides.

OPERATIONAL OBJECTIVES

1. The range of ability and achievement of the students in the second year primary of School A will be determined by teacher administered Stanford tests given in September.

2. When a three day uniform time and task charting is performed at both School A and School B in the second year primary rooms, the results will show that School A teachers have significantly more instructional time than their counterparts at School B because of the services of teacher aides.

3. Under the program at School A there will be found significantly more planning time for teachers than in School B.

4. When the parents of pupils of the School A program are questioned as to their opinion of the Teacher Aide program, 75% will give a favorable response.

5. On the basis of a pre-test, post-test comparison at both schools, teacher morale in School A project will show a 10% positive gain.

6. At the conclusion of the first year's experience in the School A program, teachers, consultants, and principals will be able to identify program strengths and weaknesses by personal evaluation reports.

7. For a three day period, a random sampling of students at both School A and School B second year primary rooms, it will show that students have the opportunity to visit with their teacher more often in rooms with Teacher-Aides.

8. In a random sampling of students at both School A and School B second year primary rooms it will be shown that students have more individual help from the teacher in rooms where there are Teacher Aides.

A Charting of Behavioral Objectives of the Project According to Learning Level and Populations:

AREA	Students	Teach/Admin	Community
Cognitive (Achievement	3a, 7a, 8	3a, 6	4
Affective (Attitude		5	
Behavior		2	

Expectations	Content	Performance	Outcomes
1. Determine range of ability and achievement of all students to be involved.	Standardized tests selected by committee administered in classrooms involved in September in School A and School B Pre-Test and Post-Test.	Administered by teacher.	Range of ability and achievement that exists in each room will be determined.
2. More instructional time for students at School A will be provided.	Time and task performance instrument used by an observer in classrooms involved.	Classroom activities will be classified according to type and level of competency required within a framework of time accounting.	Teachers in School A will have significantly more instructional time for the students than those in School B.
3. More planning time for teachers at School A will be provided.	Questionnaire and a conference with each teacher.	Observer will chart the amount of planning time for each teacher as determined by the evaluating instruments.	Teachers in School A will have significantly more planning time than those in School B.
4. Parents of children in School A will recognize benefits received by their children because of the Teacher's Aide Program.	Questionnaire.	Questionnaire prepared by total evaluation team and sent to parents of children involved in School A program.	75% of parents questioned in School A will give favorable responses.
5. Teachers' morale will be improved at School A because of the help received from Teacher's Aides.	An attitude measuring instrument used as a pre-test and as a post-test.	Administer testing instrument to all teachers involved.	A significant positive gain in teacher morale will be shown at School A.

Expectations	Content	Performance	Outcomes
6. Identification of the strengths and the weaknesses of the program	Personal evaluation reports as set up by evaluation team.	Strengths and weaknesses identified by evaluating team.	Identification of significant benefits to the instructional program, the children, and the teachers will be shown. Ways to strengthen and improve the program will also be evident.
7. Children at School A will have an awareness of opportunities to have personal contact with their teacher.	Random sampling of students involved by an observer.	Personal contact and questioning of students by the observer to ascertain amount of personal contact between students	Students in School A will relate more examples of personal contact with their teacher than in School B which has no aides.
8. Children at School A will have an awareness of the availability of their teacher to help them with their specific needs.	Random sampling of students involved by an observer.	Personal contact and questioning of students by an observer to ascertain amount of individual help with curriculum the students receive from their teachers.	Students at School A will relate more examples of help received with their assigned tasks from their teacher than in School B which has no aides.

OVERALL EVALUATION DESIGN

1. Evaluation model will consist of

   a. experimental program at School A in second year primary rooms where a full-time non-professional aide will be assigned to each such room.

   b. these aides will perform routine duties as defined by the evaluation committee consisting of teachers, consultants, and principals.

2. Second year primary rooms at School B will serve as control counterparts.

3. The experimental program will be initiated in September at School A after a one week in-service period attended by all those involved in the program.

4. Evaluation procedures will be carried out by personnel assigned and according to time specified in the overall project plan.

5. A total evaluation will be conducted during the summer following the end of the project.

Presentation and Assessment Sample for Behavioral Objective #2 of the Project

Project Title: Evaluation of the Teachers Aide Program in the Second Year Primary of School A.

1. General Instructional Objective:

   To determine the strengths and weaknesses of the Teacher Aide Program in the second year primary of the School A.

2. Related specific behavioral objective:

   When a three day uniform time and task charting is performed at both School A and School B in the second year primary rooms, the results will show the School A teachers have more instructional time than their counterparts at School B because of the services of teachers aides.

3. Presentation:

   Time and task performance instrument used by an observer in classrooms involved.

4. Assessment Procedure:

4. Assessment Procedure:

Three Day Time and Task Charting

1. Prepared by teachers, consultants, and principals.
2. This instrument would classify classroom tasks as to type, and level of competence required - i.e. curriculum, auxiliary services, daily routine, etc.
3. Time Charting would be carried out by the observer in such a way that the total minutes per day could be identified for each task performed by both teachers and aides and would be uniform so that time comparisons could be made between the two schools.

Transaction and Assessment Sample for Behavioral Objective #4 of the Program

1. General Educational Objectives:

To determine the strengths and weaknesses of the Teacher Aide Program in the second year primary of the School A.

2. Related specific behavioral objectives:

When parents of pupils of the School A program are questioned as to their opinion of the aide program, 75% will give a favorable response.

3. Transaction:

This attempt to measure parents' attitude toward the Teachers Aide Program in the second year primary in the School A.

4. Assessment Procedure:

1. Parents attitude would be assessed by a questionnaire developed by an evaluating committee composed of teachers, principals, consultants and parents' representatives.

Two samples:

1. The School A Teachers' Aide Program provides adequate supervision of children throughout the school day.

2. Children receive more individual help because of Teachers Aide services.

2. Rating Scale used will be according to a Likert Type Scale

Each response rated SA A U D SD

Work Involvement Structure

	Range of Student Ability	Individual Student Attitudes	Teacher Aide Tasks	Planning Time	Parent Attitude	Teacher Morale	Strength Weaknesses Assessment
Teacher	X		X	X			X
Principal	X	X	X	X	X	X	X
Consultant				X			X
Evaluation Committee					X	X	X
Observer	X	X	X		X		X
Teacher Aide	X	X	X				X

Implementation Chart

	Time	Material (periodicals)
Teacher	In-service Administrative tasks Answer questionaire Setting up test assignments for class & for interaction program	Tests
Consultant	Setting up program Assistance during pre evaluation	Tests
Dept. Supervisor	Setting up program Consultant as needed evaluation	
Business Affairs	Purchasing: tests employment of aides	Purchasing tests
Dir. Principal	Setting up program In-service Helping with task assignment for aide Supervision	
Students	Taking pre-test and post-test Conference with observer	
Parents	Answering questionaire Input to program	

Appendix F

Evaluation of the Referral Process to the
Program for the Educable Mentally Handicapped
in the Lincoln Public Schools

July 1969

Committee:

Donald Sherrill
Lennie Johnson

ASSUMPTIONS

1. There is a need for a program for EMR students.
2. Criteria for admission is usually well defined.
3. EMR program is the proper kind of resource for this type of student.
4. Late referrals appear to be a controllable problem.
5. LPS staff is not well acquainted with the EMR program and/or characteristics of mental retardation.

RATIONALE (Introduction)

The Lincoln Public Schools provide a special education program for students who are diagnosed as educable mentally handicapped (EMH). The purpose of the program is to provide learning tasks for retarded students through individualized instruction at a pace that provides successful learning experiences.

Students with serious discrepancies in intellectual and social growth and development are considered candidates for the program. Basic criteria for admission generally includes: (a) intellectual level following within the range of 50-75 I.Q.; (b) apparent inability to respond to traditional methods of instruction; (c) inability to adapt to social and emotional expectations.

Students at the lower limits of the I.Q. range are generally referred at an early age, while students at the upper I.Q. limits are generally referred at a later age. There appears to be three critical periods in a Lincoln Public Schools student's school career when he is most likely to be referred to the EMH program: (a) Kindergarten; (b) Grades 3-4; and (c) Grade 6.

These students referred at the upper elementary grades present a more difficult referral decision on the part of the elementary school staff. Such a late referral poses a number of problems of a practical and philosophical nature:

1. There is a tendency for the upper elementary student to reject placement in the EMH program.

2. There is some indication that students referred at the upper elementary level may be functionally and/or academically retarded.

Such students may have acquired learning problems as a result of social and emotional maladjustment and are not truly mentally retarded.

A well defined referral program should detect the majority of EMH students at an early age. Skillful early detection is the result of adequate teacher knowledge of the characteristics of student who appear to be educable mentally handicapped.

In summary, placement of upper elementary grade students in the EMH program appears to be a questionable practice. Late placement may be the result of inadequate teacher knowledge of characteristics of mild mental retardation. Late placement may also be a result of teachers lack of confidence in the program for EMH students due to inadequate information about programs and resources available for such students.

Needs

1. Increasing Teacher knowledge and confidence concerning the EMH program.

2. Develop a more positive teacher attitude towards referring students to the EMH program.

3. Increase teacher skills in detecting mental retardation and referring the student to the EMH program as early as possible.

Goals

1. To assure a more valid referral to the EMH program.

2. Earlier detection of the mentally retarded student while he is more amenable to special individual instruction.

3. Greater teacher acceptance that the EMH program offers a more practical type of education for such students.

4. To create greater teacher awareness of students with severe learning problems.

5. To provide an opportunity for regular classroom teachers to suggest positive change in the EMH program.

General Objective: To upgrade the skills of teachers and principals in making an objective and valid referral to the EMH program.

Specific Objectives:

1. Assess attitudes of the elementary staff towards students who exhibit characteristics of mental retardation.

2. Assess attitudes of the elementary staff towards the EMH program.

3. Assess knowledge of the elementary staff concerning the goals and criteria for referral and placement to the EMH program.

4. Provide in-service orientation to increase staff knowledge of the EMH program as a resource for mentally retarded children.

5. Compile, feedback, reactions, and suggestions of the staff concerning the EMH program.

6. Determine whether staff knowledge of the EMH program has increased.

7. Determine whether staff attitudes towards the EMH program has changed in a positive direction.

8. Study future referrals to determine whether the elementary staff initiates referrals at an earlier point in time in the student's school career.

Learning Outcomes:

1. 80% of teachers will exhibit a more positive attitude towards students who are mentally retarded.

2. 80% of teachers will exhibit a more positive attitude towards the EMH program.

3. 90% of teachers will have a greater knowledge of the EMH program criteria for referral and placement.

4. 95% of the teachers will participate in an in-service program.

5. 90% of referrals will occur during the early primary years (during the next 5 years.

Transactions:

1. Pre-test of elementary staff

2. In-service program for elementary staff

3. Post-test of elementary staff

4. Follow up study of referrals for a 5 year period.

DESIGN (WITH-TREATMENTS)

1. Population - regular classroom teachers/ admin.

2. Instruments (to be developed)

3. (1) Attitude scale to assess teacher attitude towards students who are mentally retarded.
(2) Attitude scale to assess teacher attitudes toward the EMH program.

4. Test current teacher of knowledge of criteria for referral and

selection of students for the EMH program.

5. Compile results of pre-tests.

6. Conduct in-service program to change attitudes and/or increase knowledge based upon results of pre-tests data.

7. Compile and summarize teacher reactions and recommendations for changes in the EMH program.

8. Post-test to determine whether attitudes have changed in a positive direction and whether knowledge of the program has increased.

9. A five year study, to determine whether referrals occur at an earlier grade level.

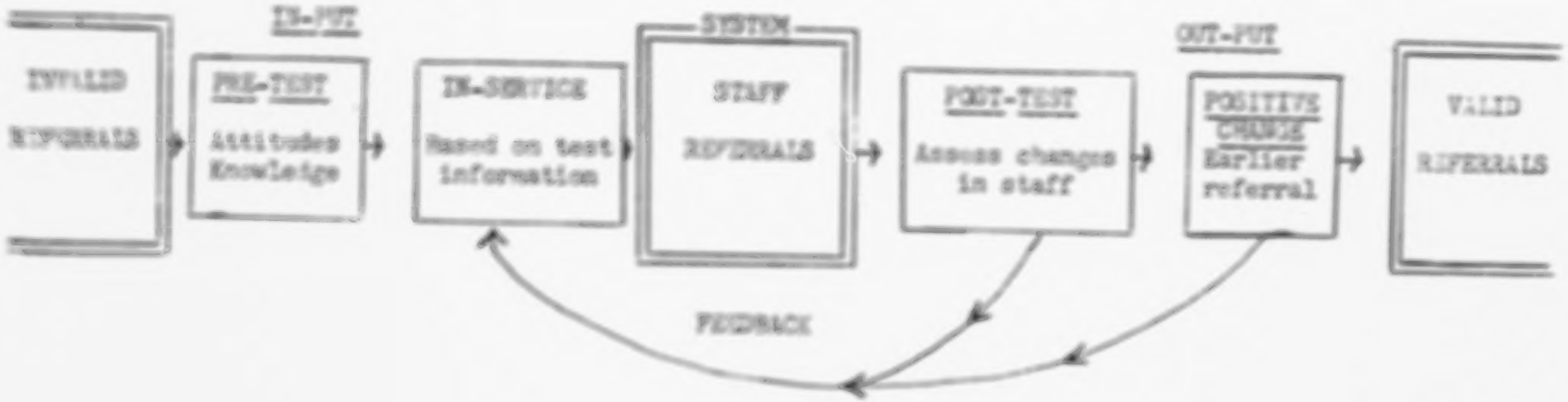
10. Interpretation and dissemination of results to Department of Special Education and to Principals Council.

11. Cost, assignments, etc., to be determined.

ATTITUDE SCALES

Attitude Scales to be developed according to the model from Likert.

1.	Some students are unable to learn.	SA	A	U	D	SD
2.	All students below a certain I.Q. level should be placed in special classes.	SA	A	U	D	SD
3.	Successful peer relationships are as advisable to the child as are successful academic relationships.	SA	A	U	D	SD
4.	A slow learning child cannot be expected to be accepted by his peers in a regular classroom.	SA	A	U	D	SD
5.	Being placed in the EMH program labels the child for life.	SA	A	U	D	SD
6.	The EMH program allows the child to progress at his own rate of ability.	SA	A	U	D	SD
7.	Children placed in the EMH classes become less frustrated with academic demands.	SA	A	U	D	SD
8.	Slow learning children who remain in the regular class achieve as well academically as those placed in EMH classes.	SA	A	U	D	SD


INPUT
INVALID REFERRALS
PRE-TEST
Attitudes
Knowledge
IN-SERVICE
Based on test information
SYSTEM
STAFF REFERRALS
POST-TEST
Assess changes in staff
OUT-PUT
POSITIVE CHANGE
Earlier referral
VALID REFERRALS
FEEDBACK

Appendix F

CONTRIBUTIONS FROM WORKSHOP

Committee II

ASSUMPTIONS

1. Pupils learn at irregular (varying) rates.

2. Pupils have different degrees of interest and needs.

3. Teachers differ in ability.

4. Students learn by a variety of means.

5. Rigidity in scheduling tends to create rigidity in classroom operation.

6. Course definition should be based on content rather than time.

7. Students will work more diligently at a defined goal than they will toward an undefined goal.

8. There are advantages in the opportunities of a student to accelerate.

9. There are advantages in placing a student in a situation where he does not fail.

10. Pupils need to learn "how to learn" as education is an ongoing process.

MEANS

1. Schools should be so organized to allow students to progress at a rate that is suited to them.

2. Schools should be organized so that students:

   a. Know where they are.
   b. Are exposed to needs they may not be acquainted with or would not otherwise select.

3. Schools should organize to capitalize on teacher strengths.

4. Schools should provide a variety of instructional procedures and should not insist that all students learn or be taught through the same medium.

5. Schools should create a situation with maximum flexibility.

6. Schools should create curricula which allow for an individual to show proficiency without regard to the amount of time spent in the course.

7. Schools should define goals as accurately as possible. Behavioral objectives are helps in this area.

8. Provision must be made for students to advance at their own rate.

9. Provision must be made for students to be placed in situations where failure is replaced with non-completion.

10. Emphasis must be given to the process of "how to learn." Students should be encouraged to learn independently.

GENERAL OBJECTIVE

To develop staff readiness for a continuous progress program in junior and senior high schools of the Lincoln Public Schools for the 1970-1971 school years; that is, a program which allows a student to progress at his own rate.

BEHAVIORAL OBJECTIVES

1. The teacher will be able to state objectives in a behavioral form.

2. The teacher will be able to identify the advantages of the continuous progress program.

3. The teacher will be able to exhibit the skills necessary to perform the role of facilitator as opposed to disseminator.

4. The teacher will be able to identify and utilize the materials, facilities, and equipment which will facilitate the continuous progress program.

5. The teacher will be able to identify those additional material needs which are not available and will develop that material.

6. The teacher will be able to assess the program through the development of or identification of assessment procedures which are consistent with the continuous progress concept.

7. The teacher will be able to identify or develop a record-keeping system which is consistent with a continuous progress system.

TRANSACTIONS

1. The teacher will participate in workshops and/or read professional literature which will develop the skills necessary to write objectives in a behavioral form.

2. The teacher will be provided appropriate professional literature from which he will be able to examine and to discuss the basic assumptions of the continuous progress program at meetings designed for that purpose.

3. Workshops and visitations will be arranged which provide the teacher demonstration and practice in performing the role of a facilitator.

4. Workshops, demonstrations, preview opportunities, and discussion sessions will be provided to examine and select appropriate materials for a continuous progress program.

5. Workshops and/or released time will be provided to develop those materials not available through commercial or non-commercial sources.

6. Workshops will be organized to develop or identify assessment procedures which will conveniently assess the progress of a student in a continuous progress program.

7. Meetings will be scheduled in which building and central office administrators responsible for the record-keeping system will cooperatively develop with teachers a record-keeping system which is consistent with the program.

PLACEMENT OF OBJECTIVES

It is anticipated that the participants will experience significant growth in the cognitive, affective, and behavioral domains relative to the acceptance, adoption, and implementation of the continuous progress program.

EVALUATION

1. Through paper and pencil testing the teacher will demonstrate cognitive understanding of the purposes, processes, and goals of the continuous progress program.

2. An attitude scale based upon the described assumptions and needs for the continuous progress program will be developed and administered during the pre-workshop, post-workshop, and post-experience periods.

3. The specific skills associated with the curriculum improvement will be demonstrated by the teacher through written tests, simulated demonstrations, or micro-teaching demonstrations to be evaluated by a panel of peers.

YOUR STRUCTURE REQUIRED

	Time	Materials (pre-implementation)	Space	Schedule	Equipment	Curriculum
Teachers	X	X			X	X
Consultants	X	X			X	X
Asst'S. Supt. of Curriculum	X	X			X	X
Business Affairs		X			X	X
Elem. Principals	X	X	X	X	X	X
Dept. Chairmen	X	X		X	X	X
University of Maine						X

Appendix F

Project Title: Continuous Progress

Group I

GENERAL EDUCATIONAL OBJECTIVE

Provide for a sequential curriculum in reading which allows students to proceed at their own rate.

TRANSACTIONS (What are the various aspects of the program?)

1. Diagnostic Testing and Placement of Students in Program.
2. Selection and in-service training of teachers.
3. Committee of teachers to plan activities and select reading materials suitable to a variety of individual interests.
4. Students will design time schedules for different used of time.

SPECIFIC BEHAVIORAL OBJECTIVES

1. Each student will exhibit a positive attitude toward reading.
2. Students will demonstrate ability to build time schedules which show an understanding of effective use of time.
3. Students will participate in an Individualized Interest-Centered Reading Program.
4. 100% of teachers after in-service workshop will show positive attitude toward program.

PLACEMENT OF OBJECTIVES (by number in #3 above)

AREA	Population: Students	Teach/Admin	Community
Cognitive (Achievement	2		
Affective (Attitude	1	4	
Behavior	3		

390

Project Title: Continuous Progress Reading

Group I

GENERAL EDUCATIONAL OBJECTIVE

To produce a positive student attitude toward reading.

RELATED SPECIFIC BEHAVIORAL OBJECTIVE

1. On an attitudinal survey administered at end of year will construct 95% of the respondents will respond 75% positive responses.

2. An average of 2 books per child will be checked out of the library each week.

3. At semester end, 75% of the students will have sampled 3 areas of reading, i.e. (1. adventure, 2. fanciful, 3. autobiography, 4. biography, 5. science fiction, 6. historical, 7. sports).

4. 80% of students will have 2 book conferences from the Random House library per semester.

TRANSACTION (What aspect of the program is aimed at this objective: e.g., classroom technique, content covered. Be as specific as you can.)

1. Introduce Random House Independent reading library into each project room.

2. Provide 2 one half hour library periods weekly (instruct library use, check out, pre read).

3. Schedule a specific period daily, for the teacher to read to the students.

4. Provide comic books (classics) and numerous paper backs (High interest) which a child may ultimately own.

ASSESSMENT PROCEDURE (How is the attainment of the objective to be assessed? If it is in the cognitive domain and you decide on some achievement measure, present two sample items, noting the level according to the Taxonomy. If the objective is related to attitudes, present two sample questions. Try to relate them to the Taxonomy-

Affective Domain. If a behavior criterion is appropriate for this objective (e.g., number of days-out), outline some approach and specify the procedure for collecting data.)

	Student	Staff	Community
Cognitive			
Affective	1		
Behavior	2-3-4		

(1) a. Libraries

Pleasant ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Unpleasant

Good ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Bad

Happy ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Sad

Fun ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ Drag

b. Reading can be fun. agree disagree undecided

I feel sad when the hero wins. agree disagree undecided

(2-)-4) Observable behavior from records.

Project Title: Continuous Progress

Group I

GENERAL EDUCATIONAL OBJECTIVE

Students will demonstrate ability to build time schedules which show an understanding of effective use of time.

RELATED SPECIFIC BEHAVIORAL OBJECTIVE

1. 95% of students will design a schedule for the use of time during three school days.

2. 100% of students will design a one hour per day for five days schedule for use of leisure time.

3. 100% of students will keep a time log of specified work for at least four days.

TRANSACTION (What aspect of the program is aimed at this objective? e.g., classroom technique, content covered. Be as specific as you can.

1. Discussion of ways in which time schedules are built.

2. Show film and discuss content on uses of time for different purposes.

3. Student committees build time schedules ideal for "saving" time.

ASSESSMENT PROCEDURE (How is the attainment of the objective to be assessed? If it is in the cognitive domain and you decide on some achievement measure, present two sample items, noting the level according to the Taxonomy. If the objective is related to attitudes, present two sample questions. Try to relate them to the Taxonomy-Affective Domain. If a behavior criterion is appropriate for this objective (e.g., number of drop-outs), outline one approach and specify the procedure for collecting data.)

		Population		
		Students	Teach/Admin.	Community
	Cognitive			
AREA	Affective	X		
	Behavior	X		

ASSESSMENT of Student affective area according to Likert Type Scale:

1. Planning time use schedules helped me to do my school work more rapidly SA A U D SD

2. Time use schedules made me realize how much time I wasted by poor planning SA A U D SD

3. Everyone should learn to keep appointments and meetings in an appointment book SA A U D SD

ASSESSMENT by teacher observation (value judgment) on uses of time by students in Behavioral area:

1. Students spend less time getting ready to work.

2. Student assignments are completed on time.

3. Student satisfaction in task completion is evident by-(Give examples)

Project Title: Reading/interest-centered

SPECIFIC EDUCATIONAL OBJECTIVE

Provide individualized, interest-centered reading program.

SPECIFIC BEHAVIORAL OBJECTIVES for individualized, continuous progress, response-centered reading program.

1. 100% of the students will select and read thru items from resources collected in reading room--during one week's time.

2. Teachers or teacher aides will do a random sample of fifty parents on what they do and do not read, what they want their children to be able to read.

3. Teachers will do an in-service - one week - collecting high-interest reading materials as a result of previous surveys-design attitude scales to measure interest, select diagnostic and achievement tests to measure continuous progress, plan skills-practice which will be appropriate.

4. Teachers will organize a reading room.

5. 75% of the students will improve 50% in interest in reading during one semester course.

INTENDED TRANSACTIONS: (What are the various aspects of the program?)

1. Survey kid's reading by exposing them to a variety of reading materials.

2. Survey parents as to what they read and want their kids to read.

3. Get teachers and parents to plan an individualized, C-P, response-centered reading course.

4. Provide a reading room in which this is done.

to attitudes, present two sample questions. Try to relate them to the Taxonomy-Affective Domain. If a behavior criterion is appropriate for this objective (e.g., number of drop-outs), outline one approach and specify the procedure for collecting data.)

_____ was:
(Name of book)

good								bad
weak								powerful
unpleasant								pleasant
deep								shallow
familiar								strange
colorless								colorful
complex								simple
valuable								worthless
weak								strong
fun								a drag

Check the items which apply to this book:

I would like to own a copy of this book.

I would like to have my mother read this.

I would like to have my best friend read this.

I would like to have all other students in the class read this.

This book should be in our school library.

I would give this book as a present.

Appendix F

IN-SERVICE PROGRAM

ASSUMPTIONS

1. We need to do educational planning in a more specific way.

2. Planning of educational programs can be made more specific by identifying goals in behavioral terms.

NEEDS

1. There is a need for an in-service program to facilitate the identification and development of educational objectives in behavioral terms.

PROGRAM STATEMENT

To develop an in-service program for staff members in the Lincoln Public Schools which will train them in the development and use of behavioral objectives.

GOALS

1. To stimulate interest in the development of behavioral objectives in teaching.

2. To enable participants to apply behavioral objectives in the classroom.

3. To enable participants to use behavioral objectives in planning.

IN-SERVICE BEHAVIORAL OBJECTIVES

1. By the time the program is completed, 90% of the staff will have

2. To comprehend the meaning of behavioral objectives and related elements as they are used in teaching. Certificated staff members should be able to define the term "behavioral objectives" and related elements. When given selected readings and resource materials from authorities in the field, 90% of the staff will be able to write a definition.

3. To share concepts with other staff members and to further develop understanding of behavioral objectives staff members will discuss the advantages of behavioral objectives in teaching. Time will be allocated for this activity in meetings which may be followed by small discussion groups.

4. To demonstrate in writing three behavioral objectives witch are applicable to a specific subject matter area.

5. When this program is completed, 75% of the staff will have used behavioral objectives in meetings and classrooms a minimum of once because they will recognize the advantages when plans are prepared in this manner.

6. At the end of three months, after the instruction has been completed, 50% of the staff in the program will use behavioral objectives effectively.

7. After the staff has completed the instruction 90% will demonstrate a favorable attitude toward behavioral objectives.

TRANSACTIONS

Instructional Sessions for Principals and Consultants

1. Instruction by outside consultants or qualified staff.

2. Suggested time - 4 sessions for Phase I
4 sessions for Phase II

3. Suggested transactions :

Session One

a. Preliminary questionnaire

b. Instructional Series - Introduction to behavioral objectives

c. Selected filmstrips

Session Three

a. Reading five papers on the pros and cons of behavioral objectives - by Ammon, Mager, Atkins, Koepke, and Canfield

b. Discuss in small groups

c. Report to large groups

d. Decisions on progress

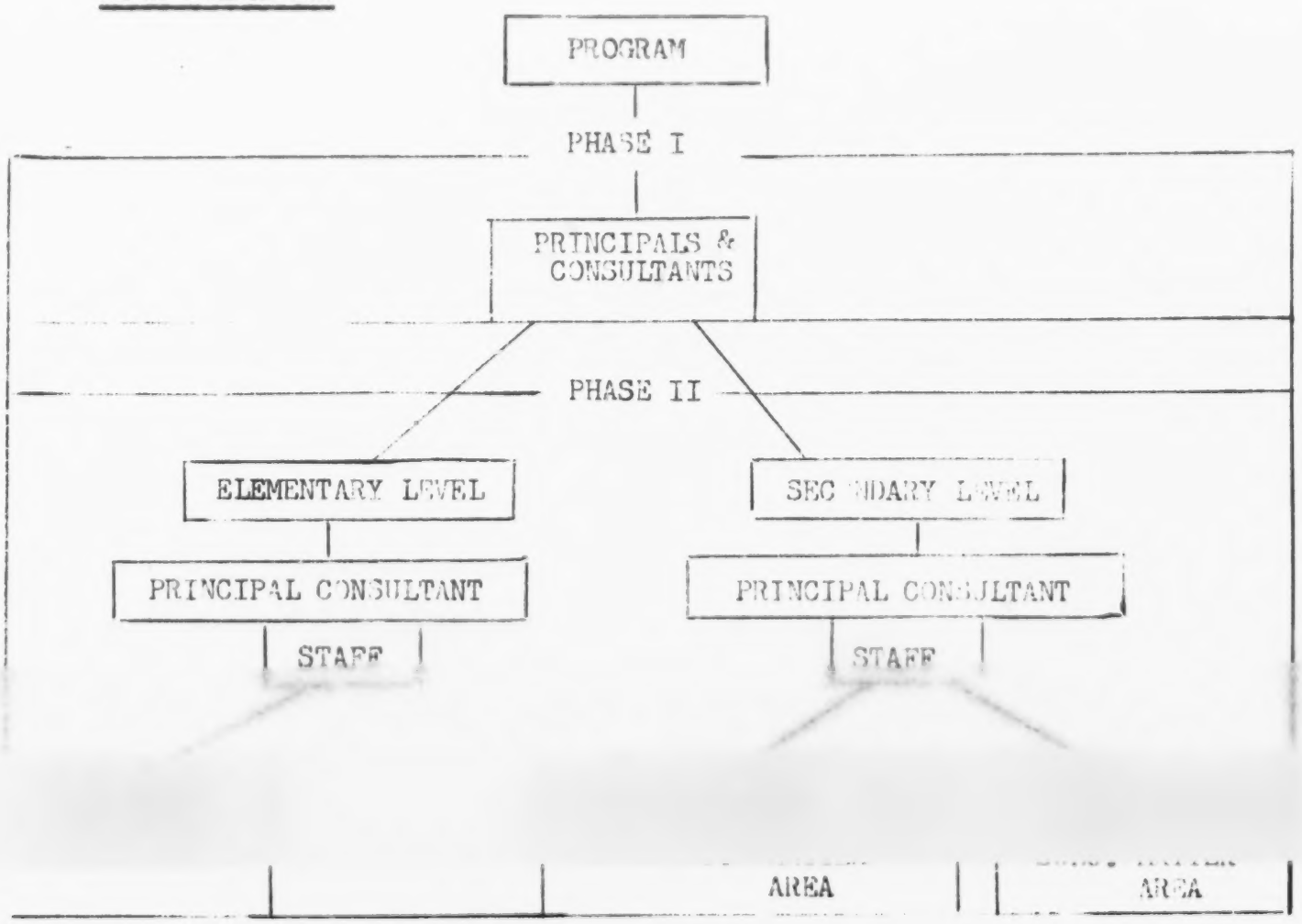
e. Final questionnaire

Session Four

a. Phase I - Organization for instruction of staff.
Roles of principals and consultants.

b. Phase II - Application of behavioral objectives in subject matter areas

WORK BREAKDOWN



EVALUATION DESIGN

BEHAVIORAL OBJECTIVES	INSTRUMENT	TAXONOMY
1. Read 5 papers	Questionnaire	Cognitive
2. Define Behavioral Obj.	Write definition	Cognitive
3. Share concepts	Observer's Record	Cognitive
4. Write Behavioral Obj.	Write behavioral obj. from selected cases	Cognitive/ Affective
5. Use Behavioral Obj. in instruction	Questionnaire	Cognitive/ Affective/ Behavior
6. Three months later	Questionnaire	Behavior
7. Have favorable attitudes	Attitude scale	Affective

Appendix F

RANDOLPH RAPID LEARNER PROGRAM

RATIONALE

The Lincoln Public Schools are genuinely concerned that each child be given the opportunity to grow and develop up to his full potential. (This is implied and not in board policy.)

NEEDS

1. The classroom teacher is unable to provide enrichment opportunities for the individual differences existent among students of exceptional academic ability. This need was felt by the community, board, and certain staff members.

2. This program also arose out of a staff study of existing classroom conditions for gifted students.

GOALS

1. To provide an opportunity for academic enrichment for identifiably capable children in grades 4-6.

2. To identify and isolate students of exceptional academic ability will enhance their learning and also enable the regular classroom teacher to spend more time with the remaining students.

3. To create a desire in pupils to want to achieve.

4. To ensure that study skills, research techniques, and organization of material is developed in students.

5. To enable the child to excel in academic achievement .

6. To keep this class as an integral part of the total school program with no special status given to those participating in it.

[illegible] creative expression.

PROGRAM (Work-breakdown Structure):

1. A Language Arts based program including academic areas of Grammar, Literature, Reading, and the option of adding Handwriting will be established. (This is to be in lieu of regular classroom instruction, following the accepted curriculum guide for the district.)

2. 90 minutes will be allowed daily for the program.

3. A specially trained teacher will be hired.

4. Identification of capable students in grades 4-6 will be conducted prior to enrollment in the program.

5. Student selection to participate in the program will be based on:

   a. native ability as measured by the standardized I.Q. test- minimum score of 120 on a group test or 125 on an individual test.

   b. achievement as measured by standardized achievement test in the language arts - reading achievement to be two years in advance of actual grade placement.

   c. attitudes and accomplishments as evaluated by the teachers and principal.

   d. consideration of physical, mental, and social maturity.

   e. potential leadership of the child, and

   f. parental permission for the child to participate will be obtained prior to enrollment.

6. Teacher selection for the program will be based on:

   a. Recommendation be an administrator, and

   b. The teacher of the program would have participated in the Practicum for Gifted at University of Nebraska.

7. Qualifications of a school to participate will be based on:

   a. Have enough students who could participate, a minimum of 2% students in each grade level, allowing two sections of "gifted"

8. Each teacher will have an uninterrupted planning period daily and an uninterrupted instructional period.

9. Grouping in this program will be by the whole room process.

10. A separate reporting form for parents will be developed.

11. Activities in this program will originate out of the homeroom.

OBJECTIVES

1. The school should help the gifted child to see that it is his responsibility to use his talents to the best of his ability and to return to society, measure for measure, the fruits of his giftedness.

2. To provide an opportunity for academic enrichment for identifiably capable children in grades 4-6.

3. To identify and isolate students of exceptional academic ability will enhance their learning and alos enable the regular classroom teacher to spend more time with the remaining students.

4. To create a desire in pupils to want to achieve.

5. To ensure that study skills, research techniques, and organization of material is developed in students.

6. To enable the child to excel in academic achievement.

7. To keep this class as an integral part of the total school program with no special status given to those participating in it.

8. To allow the students to find time and opportunity to explore their varied needs and interests, delve more deeply into the vast store of knowledge, and find outlets for their abilities through creative expression.

BEHAVIORAL OBJECTIVES

Although the original program was not stated in terms of behavioral objectives, the Committee has developed the following statement of behavioral objectives for purposes of evaluating the program today. These behavioral objectives are subject to review before implementation of the evaluation.

2. The R. L. student will use reference sources to delve into a vast store of knowledge.

3. R. L. students will exhibit written and spoken language of high quality.

4. Participation in school and community activities serves as an outlet for R. L. students' abilities.

5. The R. L. child will demonstrate social responsibility.

6. All students will receive more individual attention from teachers.

7. R. L. students will demonstrate skill in research techniques.

8. R. L. students will demonstrate skill in research techniques.

9. R. L. students will continue to excel in academic achievement.

10. Effect of program on student self-image.

11. R. L. students will demonstrate development of thinking skill, e.g., analyzing, synthesizing, inferring, etc.

EVALUATION DESIGN

For purposes of evaluation the Committee proposes to set up a control group to give validity to the evaluation. The basis for selection of this school are as follows:

1. comparable size

2. comparable socio-economic level of the community

3. absence of R. L. program

4. stable administrative organization

5. comparable number of students who meet state qualifications for gifted programs.

Pitfall - No additional staff or class size reduction are planned.

The committee has tentatively selected Bethany School for the study. The evaluative procedures will be administered in the same way at Sandlot School and at the control school, K-6 where applicable. The results will be considered by the groups of children that be individuals

EVALUATION MEASURES

If a standardized test is not available as called for in the following listing, the Committee will develop a suitable measuring instrument. We will disrupt classrooms as little as possible in order to minimize the Hawthorne effect. The numbers here correspond to the behavioral objectives by number. The final design will include a performance difference on these instruments.

1. Opinionaire and interest inventory

2. Media center observation and questionnaire

3. By observation and project analysis

4. Commercially available scale prepared under direction of Dr. Paul Olson and Illinois Psycholinguistic sub-test.

5. Student-teacher-parent questionnaire

6. Standardized social maturity scale

7. Statistical observation

8. Standardized test of research skills and classroom observation

9. Iowa Test of Basic Skills and California Reading Achievement Test scores.

10. Commercially available attitudinal scale and opionaire

11. Standardized analogy test

COST ANALYSIS

Evidence of this study should be weighed against the costs of the program applied to the entire district.

PHILOSOPHICAL CONSIDERATIONS

Appendix F

Student Services - Counseling

ASSUMPTIONS

Forces that exert pressures on and influence the thinking and behaving of students, parents, and professional school personnel are constantly increasing.

1. Society is extremely mobile. Students are continuously and in great numbers transferring into and out of schools.

2. The environments in which students live and work are becoming increasingly complex.

3. Close and compact living patterns in an urban society make it difficult for children to find release for their inhibitions in acceptable ways.

4. Traditional values are being questioned and challenged.

5. The counsel, decisions, and actions of school personnel and parents are frequently questioned and held in distrust by students due to an atmosphere of permissiveness which seems to pervade the American Society.

6. Due to diminishing family unity and acceptance of parental obligations, the school is forced to assume the responsibilities formerly taken care of at home.

NEEDS

1. Students new to the school need help in adjusting to the new school situation.

2. Students need to understand the changing environment in which they live.

society.

5. There needs to be a liaison person between the home and the school.

4. There is a need for the school to create more collaborative community relationships with the home.

5. There is a need to maintain a current cumulative record for each student.

6. It is important to be aware of the needs and abilities of all students.

GOALS

1. To provide help for students who do not do well.

2. To provide information regarding the students' environment.

3. To assist the students in maximizing academic and career possibilities.

4. To provide small group situations in order that the students gain discrete values.

5. To provide the student with the opportunity to work for extracurricular activities.

6. For school personnel to be informed of students who have withdrawn the home.

7. To maintain records for each child.

8. To identify and describe the needs and abilities of all students.

MEASURABLE OBJECTIVES

1. Within one week all new students will be oriented to the school.

2. 90% of all courses are to identify and describe 10 environmental factors.

3. 90% of all students will participate in ongoing and meaningful interpersonal situations.

4. 90% of all students will exhibit positive behavior as they question existing values.

5. A counselor should be instrumental in developing school-community relations.

4. [illegible] with the [illegible] [illegible] [illegible] of [illegible] with the [illegible] [illegible] [illegible] [illegible] by the [illegible] of the [illegible].

5. [illegible] [illegible] for [illegible] of the [illegible] [illegible] [illegible] [illegible] [illegible].

6. The [illegible] will [illegible] [illegible] [illegible] the [illegible] with all of the [illegible] and [illegible] [illegible].

PROCEDURES

1. [illegible] [illegible] with [illegible] to [illegible] [illegible] [illegible].

   [illegible]
   [illegible]
   [illegible]
   [illegible]
   [illegible]

2. The student will [illegible] and [illegible] [illegible] [illegible] in small [illegible] and also on an individual basis with the [illegible].

   [illegible]
   [illegible]
   [illegible]

3. [illegible] students in their selection of [illegible].
   [illegible] students in their selection of [illegible].
   The [illegible] will [illegible] [illegible] and [illegible].

4. [illegible] of [illegible] [illegible] [illegible] [illegible].
   [illegible] [illegible] [illegible].
   [illegible] will [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].
   [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

5. [illegible] with [illegible] [illegible] [illegible] [illegible] [illegible].
   [illegible] [illegible] [illegible] [illegible].

   [illegible]
   [illegible]
   [illegible]
   [illegible]
   [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

[illegible]

1. [illegible]

   [illegible]

   Survey the students' attitude toward education.
   Survey the teachers' attitude toward education.

2. Use the student identity, name, address, telephone, classes, grade and achievement information

3. Interpolate an estimate which may be a percent necessary to determine how letters take to reach.

4. Survey staff members to assess students' study in relation to values are discussed.

5. Levels of parent-counselor-conferences as to the number of times and kinds of conferences.

   Levels of contacts with social agencies.

6. [illegible]

7. [illegible]

A record should be kept of the number of times the student records the information in the student's permanent record and should also contain explanation.

5. School administration should check to see if the student's record was maintained at least once and if the records were properly recorded.